

## Annie Burnside Elementary

7300 Patterson Road  
Columbia, South Carolina 29209

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	308 Students	
<b>Principal</b>	Dr. Felecia Butler	803-783-5530
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Lane Quinn	803-231-7556

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	30	81	20

## IMPROVEMENT RATING

UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Below Average	Yes
<b>2006</b>	Below Average	Unsatisfactory	Yes

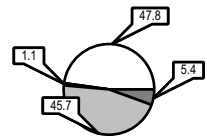
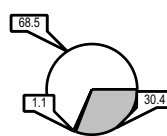
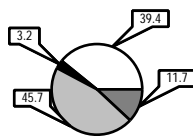
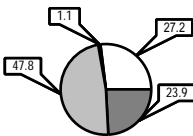
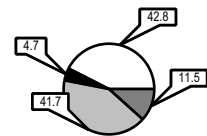
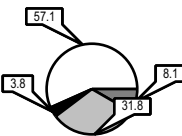
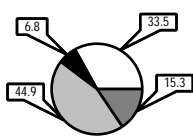
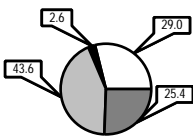
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

90.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	116	100.0	27.7	46.8	24.5	1.1	39.4	Yes	Yes
<b>Gender</b>									
Male	61	100.0	26.5	59.2	12.2	2.0	26.5	N/A	N/A
Female	55	100.0	28.9	33.3	37.8	0.0	53.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	105	100.0	27.9	47.7	23.3	1.2	38.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	99	100.0	22.5	48.8	27.5	1.3	45.0	N/A	N/A
Disabled	17	100.0	57.1	35.7	7.1	0.0	7.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	27.7	46.8	24.5	1.1	39.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	100.0	27.8	46.7	24.4	1.1	38.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	104	100.0	24.7	48.2	25.9	1.2	41.2	Yes	Yes
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	116	100.0	38.3	46.8	11.7	3.2	25.5	Yes	Yes
<b>Gender</b>									
Male	61	100.0	38.8	49.0	10.2	2.0	20.4	N/A	N/A
Female	55	100.0	37.8	44.4	13.3	4.4	31.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	105	100.0	39.5	47.7	10.5	2.3	23.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	99	100.0	35.0	48.8	12.5	3.8	27.5	N/A	N/A
Disabled	17	100.0	57.1	35.7	7.1	0.0	14.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	38.3	46.8	11.7	3.2	25.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	100.0	38.9	47.8	11.1	2.2	24.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	104	100.0	38.8	44.7	12.9	3.5	25.9	Yes	Yes
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	116	100.0	67.0	30.9	0.0	2.1	2.1
<b>Gender</b>							
Male	61	100.0	67.3	30.6	0.0	2.0	2.0
Female	55	100.0	66.7	31.1	0.0	2.2	2.2
<b>Racial/Ethnic Group</b>							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	105	100.0	70.9	26.7	0.0	2.3	2.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	99	100.0	70.0	28.8	0.0	1.3	1.3
Disabled	17	100.0	50.0	42.9	0.0	7.1	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	67.0	30.9	0.0	2.1	2.1
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	100.0	67.8	30.0	0.0	2.2	2.2
<b>Socio-Economic Status</b>							
Subsidized meals	104	100.0	68.2	29.4	0.0	2.4	2.4
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	116	100.0	46.8	46.8	5.3	1.1	6.4
<b>Gender</b>							
Male	61	100.0	49.0	46.9	2.0	2.0	4.1
Female	55	100.0	44.4	46.7	8.9	0.0	8.9
<b>Racial/Ethnic Group</b>							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	105	100.0	48.8	45.3	4.7	1.2	5.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	99	100.0	50.0	42.5	6.3	1.3	7.5
Disabled	17	100.0	28.6	71.4	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	46.8	46.8	5.3	1.1	6.4
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	109	100.0	46.7	47.8	4.4	1.1	5.6
<b>Socio-Economic Status</b>							
Subsidized meals	104	100.0	45.9	47.1	5.9	1.2	7.1
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	34	100.0	13.8	31.0	55.2	0.0	55.2
	4	30	100.0	20.0	64.0	16.0	0.0	16.0
	5	37	94.6	20.8	54.2	25.0	0.0	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	34.4	34.4	28.1	3.1	31.3
	4	43	100.0	17.1	60.0	22.9	0.0	22.9
	5	34	100.0	33.3	44.4	22.2	0.0	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	34	100.0	44.8	51.7	3.4	0.0	3.4
	4	30	100.0	40.0	48.0	12.0	0.0	12.0
	5	37	94.6	16.7	58.3	20.8	4.2	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	28.1	53.1	12.5	6.3	18.8
	4	43	100.0	48.6	28.6	20.0	2.9	22.9
	5	34	100.0	37.0	63.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	34	100.0	62.1	34.5	3.4	0.0	3.4
	4	30	100.0	64.0	36.0	0.0	0.0	0.0
	5	37	94.6	66.7	12.5	20.8	0.0	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	46.9	46.9	0.0	6.3	6.3
	4	43	100.0	74.3	25.7	0.0	0.0	0.0
	5	34	100.0	81.5	18.5	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	34	100.0	51.7	48.3	0.0	0.0	0.0
	4	30	100.0	36.0	64.0	0.0	0.0	0.0
	5	37	94.6	50.0	50.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	39	100.0	25.0	62.5	9.4	3.1	12.5
	4	43	100.0	42.9	51.4	5.7	0.0	5.7
	5	34	100.0	77.8	22.2	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 308)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Up from 1.7%	3.9%	2.8%
Attendance rate	95.6%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.0%	0.0%	0.0%
Eligible for gifted and talented	2.5%	Down from 7.9%	5.1%	10.4%
On academic plans	56.8%	N/AV	46.8%	33.6%
On academic probation	32.4%	N/AV	0.8%	1.0%
With disabilities other than speech	4.4%	Down from 6.7%	7.2%	7.5%
Older than usual for grade	0.4%	Down from 1.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 4.0%	0.0%	0.0%
<b>Teachers (n= 28)</b>				
Teachers with advanced degrees	39.3%	Up from 25.0%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	3.7%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.1%	Up from 83.4%	85.4%	87.3%
Teacher attendance rate	93.6%	Down from 95.0%	94.8%	94.9%
Average teacher salary	\$40,237	Down 1.2%	\$41,427	\$42,485
Prof. development days/teacher	9.3 days	Down from 10.0 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	14.3 to 1	Down from 15.6 to 1	16.9 to 1	18.6 to 1
Prime instructional time	87.3%	Down from 88.5%	89.1%	89.7%
Dollars spent per pupil*	\$9,028	Up 7.2%	\$7,064	\$6,557
Percent of expenditures for teacher salaries*	68.1%	Down from 72.7%	61.9%	64.0%
Percent of expenditures for instruction*	77.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The focus for us this year was From Good to Great. To help prepare for the 2006 school year, the staff read Good to Great by Jim Collins during the 2005 summer vacation. Everyone returned with a renewed determination to enhance the skills in areas that would yield better academic results from the students. The Mission of Annie Burnside is to empower each student to achieve his/her maximum level of intellectual and social development within a safe and nurturing environment.

We continued our emphasis on prevention by serving 10 first graders in our second year of Reading Recovery and an additional 18 second and third graders in Early Success. One Kindergarten teacher participated in the district's first effort to provide over the summer home training to parents of rising kindergarten students through a program entitled Countdown to Kindergarten. She was so excited about the positive impact that the service made to the ten students/families she served that she extended the program into the school year and picked up five additional students! This year, we experienced a significant increase in our students' authentic participation in and enjoyment of science because we operated our science lab with a .5 teacher who has a degree in science. We are looking forward to noticeable PACT gains in science. We completed our second year of the 100 Book Challenge program with a 20% increase in student participation. We are in our second year of being the district's only elementary school to offer a BETA Club for our high achieving fifth graders. Our ultimate goal is to significantly reduce the percentage of students scoring Below Basic on PACT while increasing the percentage scoring Proficient and Advanced. We continue to show impressive performance as we decrease the overall percentage of students who score Below Basic. In 2004, 27.3% of our students scored Below Basic in ELA and in 2005, 18.3% scored Below Basic. Our Below Basic math percentage went from 40.9% in 2004 to 36.6% in 2005. We exceeded the State ELA Performance Objective in 2005 by having 42.7% of students score Proficient or Advanced. We failed to meet the objective for math with only 23.2% of our students scoring Proficient or Advanced.

While we are committed to doing whatever it takes to meet the academic and social needs of our students, we have embraced the idea that when we establish a healthy working relationship with our students, parents and guardians, our students are happier and more willing to work hard for us. To this end, we purchased and utilized agenda books, homework announcements, automated calling, happy notes, home visits, Student Intervention Team meetings and regular telephone calls to keep parents informed and willing to work with us. Visitors and parents who come to Burnside often compliment the principal, teachers and staff for creating a warm and welcoming learning environment. As we move from Good to Great, we are pleased that our SIC, PTO and faculty and staff are able to work together to explore effective strategies to ensure success for all our students.

Dr. Felicia Butler, Principal  
Ms. Kimberly Blake, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	28	26
Percent satisfied with learning environment	73.1%	85.2%	84.6%
Percent satisfied with social and physical environment	92.3%	82.1%	100.0%
Percent satisfied with school-home relations	42.3%	75.0%	100.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.